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The JOURNAL of EDUCATION

Twice a Month for Better Schools

SEPTEMBER 17, 1934

The Teacher's Part in Social Reform

SAMUEL ENGLE BURR

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Who Is Cultured? — CARROLL D. CHAMPLIN
The Hygiene of Teaching — CHARLES D. GIAUQUE
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The JOURNAL of EDUCATION

Twice a Month for Better Schools

Established 1875

Edited from 1886 to 1933 by Albert E. Winship

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THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in **Education Index.**

The Editors Say...

(In their chatty way)

Several persons have asked us, "Will there be another short story contest this year?" Decidedly yes. For details see inside back cover of this issue.

•

We introduce another new feature:— "All in the Day's Work." The author's real name is not "Francis Read," but he is a real, live principal of a New England high school, and he will write a sort of diary—samples of which seem to promise some very helpful hints and reflections. You'll like Francis Read and his musings.

•

Readers tell us the "The Problem Box" is discussed in faculty meetings and in teacher-preparation classes. Dr. Thomas intends his answers to start original thought currents and discussions. He is modest enough not to deem his judgment final—though he does have a genius for hitting the bull's-eye, as you may have discovered.

•

Complimentary words have been drifting in about our new cover design and "The Round Table." Thanks!

•

Maybe you noticed the little word "The" that has crept up in front of "JOURNAL OF EDUCATION" on the redrawn cover. While this was done for decorative reasons mainly, this publication seems, by reason of its years and its nation-wide distribution, to deserve the definite article.

•

The Second Treasure Hunt

Answers are still arriving from the Treasure Hunt announced in our September 3 issue; so we will withhold the unravelment of those pied letters until next time.

But here's another:—

One of the advertisements in this issue contains a series of words which, if the printer had happened to pi the letters, might read like this:

sdepantomchpirelreaors

Discover the consecutive words. Jot them down correctly, naming the advertisement in which they appear. Mail the memorandum to JOURNAL OF EDUCATION TREASURE HUNT, Six Park Street, Boston. Give your name and address and whether already a subscriber.

To the first person in each State who mails the correct answer, we will present a four months' subscription to this magazine; transferable to a friend if desired. Replies must be mailed not later than October 1.

MY WORTH TO THE WORLD

Studies in Citizenship for the Ninth Grade

By Dr. LOUISE I. CAPEN, *Head of Social Science Department, Barringer High School, Newark, N. J.*, and Dr. D. MONTFORT MELCHOIR, *Supervisor of High School Instruction and Head of the Department of Social Studies, Girard College, Philadelphia.*

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

Volume CXVII | Boston, September 17, 1934 | Number 14

The Round Table

As speakers at this second meeting of the Round Table we have another group of undismayed Superintendents.

Remember, there's a chair tipped up for you at this Round Table. Address the Chairman of the Round Table, Journal of Education, Six Park Street, Boston, with any report, recommendation or comment which you believe pertinent to better schools.

Birmingham Meets Acid Test

Yes, to be sure, good generalship marked the pre-election campaign, but there must have been ten years of such generalship before that, in Alabama's Birmingham. Anyhow, Superintendent Glenn has a thriller—a mill-and-a-half thriller—for us.

C. B. GLENN—"Back in 1924 our citizens voted an additional mill-and-a-half tax for the support of their schools, this to expire in ten years. This industrial city has been exceedingly hard hit by the depression. Practically everyone found it difficult to pay his taxes. Many were unable to do so at all. The Board of Education felt that it was most unfortunate our school tax should have expired at this particular time. It was decided, however, not to make an active or militant campaign for the tax, but to limit efforts to a few clear, definite statements of facts. During the week immediately preceding May 22 a signed statement by the Board of Education was given to the local press. All three papers gave it space on the front page. Two days following a similar statement appeared from the Parent Teacher Association, followed by one from the American Legion. Finally, on Sunday morning preceding the election of Tuesday, the Board of Education issued a final statement. No organized opposition developed, and we were encouraged to believe that in spite of the distressed condition in which our citizens found themselves, the tax would be voted. None of us were prepared for the overwhelming majority of more than eight to one by which the citizens of this city signified their desire and determination to provide educational facilities for their children. Every voting box in the city favored the tax; one unanimously; many more than twenty to one. The Board of Education and the teachers of the public schools accept this as a challenge, and will make every effort to show appreciation of the sacrifice that our citizens have voluntarily made."

•

Portland Looks to Health

Superintendent Jack of Portland, Maine, notes two points of progress—both related to hygiene.

WILLIAM B. JACK—"This year there has been an extension of health service in our public schools. The first sight-saving class in the Portland schools was established. Through tuberculosis clinics 5,117 tests were given and 663 reactors were found. X-ray examination was used."

•

Golden Gate Undimmed

From Educational Advisor Gwinn of San Francisco we learn that education holds its own in that city, and has received tangible proof of the public's approbation.

J. M. GWINN.—"There has been no retreat in educational offerings in San Francisco. Specially noteworthy has been the devotion of teachers to the children and their willingness to share pay with the unemployed. The citizens voted a $3,000,000 bond issue this year to build new schools."

•

Pupils More Thoughtful

Out in Boise, Idaho, an effort has been made to awaken pupils to their coming responsibilities in a democracy.

SUPERINTENDENT W. D. VINCENT—"During these sad times Boise school children have developed a noticeably serious attitude toward life. Pupils are giving attention to citizenship in all its phases. Youth has not lost its joy but tempered the abounding happiness with a thoughtful responsibility. Honesty, sincerity and responsibility have replaced

thoughtlessness, flippancy and complacency. A special drive has been made to bring this about and it has really come."

•

Activities Intact

Philadelphia's schools have not fared too badly, in the view of Superintendent Broome. He even sees some gains in organization.

EDWIN C. BROOME—"In Philadelphia we have maintained the integrity of our public school system without the curtailment of any activity, and reasonably adequate support has been given. There have been a few economies and slight reductions in salaries. The salary reductions are on the basis of a graduated scale, ranging from 2¾ per cent. for those receiving an annual salary of $1,040 up to 10 per cent. for those receiving $1,500 and above. We have also taken advantage of the depression to bring about some necessary reorganization in the school system, including revision of the courses of study and supervisory practices."

•

Skillful Pruning

Some curtailments have taken place in Baltimore, but Superintendent Weglein believes no harm has resulted.

DAVID E. WEGLEIN—The most important achievement for our school system during these difficult times has been that in spite of a great decrease in our budget, we have been able to maintain the work without injury to the school system. While there have been curtailments in many directions, the curriculum remains practically unchanged, and professional progress is being maintained throughout the entire system. This fine situation is due to the splendid co-operation of all the members of the school system."

•

Free Public Forums

The program of adult education which Des Moines carried on under Superintendent Studebaker has been widely celebrated. He sums it up.

J. W. STUDEBAKER—"The Des Moines public schools have established an adult forum sponsored by the American Adult Education Association through a grant of $125,000 from the Carnegie Corporation. A five-year experiment in adult education is being conducted.

"During the year 70,000 persons attended the free public forums. There were 518 separate meetings from September to June and thirty-three study classes were conducted.

"The meetings were held in many different parts of the city, thus giving opportunity for citizens to have easy access to forums if they wished to attend.

"There were three resident forum leaders, four or five lecturers who remained for periods of five or six weeks, and twenty-one noted speakers came in to Des Moines for single talks at city-wide forums."

•

More for Less Money

It beats all what can be done in the line of super-efficiency when necessity dictates. Ask Superintendent Cooper of Vicksburg.

H. V. COOPER—"We feel that the most encouraging thing in connection with our schools is that we have so reorganized our administration that a reduction of some 25 per cent. in operating costs has resulted without materially affecting the efficiency of the schools. In fact, we have increased the offerings in our schools in some particulars."

•

Teachers Win Co-operation

Superintendent Feik of Sioux City, Iowa, notes a fine and natural response on the part of the community to the unselfish attitude of his teachers.

L. W. FEIK—"The truly professional spirit of our teachers and their sympathetic relation to the general public during the present vexatious economic problems, and the consequent favorable reaction of the public to the necessity for an enlarged and revised curriculum demanded by changed concepts of economic, social, and spiritual affairs—all this in my opinion has constituted an encouraging achievement by our teaching personnel.

"This progressive attitude of our teachers and the response of the public augurs well for the continuation of a truly constructive educational program for our community."

•

Better Work, Larger Classes

Lesson sheets are used to good advantage in Hamtramck, Michigan, according to Superintendent Keyworth.

M. R. KEYWORTH—"We have developed and refined lesson sheets for classroom use through which pupils are enabled to work co-operatively. This has made it possible for larger classes to progress better than smaller classes did formerly. Also, through lesson sheets, it has been possible to alter both curricula and methods to meet present needs in education."

•

Lesson Unit Plan

Efforts at a more intensified sort of teaching have likewise been made in other places. Take, for example, Baton Rouge, Louisiana.

W. B. HATCHER—"A steady improvement in classroom instruction has been achieved through the study and use of the unit lesson plan of teaching. After two years of study and experiment in this type of teaching procedure, our teachers and principals were asked to send in copies of typical lesson plans arranged for the unit of work being taught at the time. Some of the outstanding unit plans have been arranged in booklet form.

"Our teachers and principals have taken great interest in this work, and our testing program has shown a steady improvement in the results of our teaching."

Should moot questions of public policy be taken up in the schools? And if so, how?

The Teacher's Part In Social Reform

By SAMUEL ENGLE BURR

Superintendent
New Castle, Delaware

RECENTLY a young high school teacher asked me a perplexing question. No doubt the same question is bothering many other teachers in all parts of our country today. A discussion of it may be of value not only to my young friend, but to other teachers as well.

"What am I as a teacher to do about the present economic and social situation?" was the question in general. The young man presented many minor parts or sub-questions, as, for example:—

"Is it true that we could live in an economy of plenty in the United States today, if we were to use our present potential productive powers to their full extent? Could everyone have the equivalent of at least a $5,000.00 income if we were to operate on an economy of plenty?* Would there be jobs for all our able-bodied men if we were to produce to the limit, and could this be brought about with only a four-hour day and a five-day week?

"Is it true that the present national administration is pushing an economic program which is not unified but which has in it certain mutually antagonistic elements? Is this program doomed to unalterable failure which will leave us soon no different than it found us on March 4, 1933, except for billions of dollars of new public debts?

"Is it true that Mr. Girard's forty American oligarchs do control our destinies? Is it useless to strive against them? Are they determined that poverty and ignorance shall be the lot of most people while only a few may have riches and power? Are they continuing to add to their own resources now while the masses are made to suffer from the 'depression'?

SAMUEL ENGLE BURR

"Is it true that the oligarchs distrust the teachers? Do they fear that the teachers will try to follow the advice of George S. Counts,† and that they will attempt to lead the people to a new and better social order?

"Is it true that the failure to provide adequate federal and state moneys to pay teachers and to keep schools open is a part of a cleverly concocted and cleverly concealed scheme of the rulers to 'put the teachers in their place,' and to insure the continuation of the old capitalistic system with its insane rivalries, tariff walls, profit motive, economic scarcity and growing armaments?

"Is it true that teachers must continue to support the political, social, economic and moral status quo or else lose their jobs? How far can they go in exposing to school children the sordid and seamy side of today's living conditions and in contrasting these facts with the rather patent possibilities and potentialities afforded by our present power age?"

Such sub-questions might be continued on for many more paragraphs, but enough has been written to indicate the nature of the young teacher's dilemma.

It is exceedingly difficult to prove objectively that statements about the preceding questions are true or false or more nearly one than the other. Perhaps if all the facts were obtainable, it would be easy to assume a definite position. The truth is, however, that we as teachers and also the public in general lack a definite knowledge of many pertinent facts. Because of this, the truth or falsity of the preceding statements is debatable to a greater degree than should be the case.

Radicals such as Harold Rugg§ tell us that we are on the threshold of a new era of great promise. All we need to do is open the door by building a new social and economic framework in place of the old.

Conservatives, such as many "rugged individualists" who supported Hoover in the 1932 election, believe that we are probing uncharted and perilous seas already, under the leadership of the "Brain Trust" and the others who make up the Roosevelt administration.

To many teachers within the

*Prestonia Mann Martin—**Prohibiting Poverty.** The Rollins Press, Winter Park, Florida, 1932.

†George S. Counts, — "Dare the School Build a New Social Order?" The John Day Co., New York, 1932.

§Harold Rugg,—The Great Technology. The John Day Co., New York, 1933.

writer's acquaintance it has seemed that the weight of fact, of logic, and of reason rests with the Radicals, or at least with the Progressives, certainly not with the Conservatives. These teachers have hardly dared to express themselves, for they have not been sure of their ground, they have hesitated to speak of the social situation at all, and they have feared for their jobs. True, they are creatures of the present capitalistic social state; and the present economic system (based upon scarcity, competition and the profit motive) does pay them for their work. As professional workers and as good American citizens, however, they are entitled to the right of free speech and of free political belief without fear of reprisal from those in power who do not happen to agree with their opinions.

Even though some teachers may be political radicals, most of them are likely to be quite conservative in many respects. Practically all of them make a sincere attempt to be good citizens, as they understand citizenship and its duties in the United States today. As citizens, they are entitled to hold either radical or conservative views, without being persecuted for either.

•

Faced with a puzzling problem, a dearth of positive information, and a wide variety of opinions, there seems to be only one sensible solution for the teacher who would be a good citizen of the present social order while desiring certain fundamental economic and social changes.

Such a teacher must present to his pupils as fair a picture as he can of the present social, ecomonic and moral framework which exists today. This will include all the facts that are available, and the teacher must learn how to get more facts.

Facts about industry, — its methods, its objectives, its management, its motives, its profits, its social effects, the industrial revolutions of the past, the possibility of a new industrial revolution today.

Facts about government—the NRA, the AAA, the PWA, and so on, democracy, fascism, communism, visible government and invisible government, nationalism, war.

Facts about wealth—its distribution, its sources, its values, its uses, its abuses, its media.

Facts about society—its stratification, its mores, its conventions, its relationships to religion, industry, government, wealth, and power, its increasing populations, race hatreds, national misunderstandings.

Facts about morals—the origin and development of moral codes, changing moral standards, proper bases for evaluating conduct as moral or immoral.

Facts about education—its history, its objectives, its methods, its difficulties, its financing, its perversions by those who are in control and who wish to remain there.

These and other facts, concerning both the present and the past, should be found and presented as a part of the social science program of any American public secondary school—or the pupils may be encouraged to search them out for themselves.

While the facts are being secured, they can be discussed freely, and the high school pupils can enter into this discussion. It would be desirable and helpful to organize similar discussion groups on a voluntary basis among the adults in the community also. In fact, the program proposed for the schools may cause serious difficulties unless a corresponding program is provided for adults.

My advice would be that these discussion groups in school and out of school should not expect to arrive at group conclusions—that each individual in them should be given full freedom to draw his or her own conclusions. The groups would attempt to do eight things:—

1. To define the status quo by practical methods.
2. To understand how the present conditions have come about.
3. To distinguish points of value and of weakness in the present economic and social order.
4. To understand how the various radicals would like to change the status quo.
5. To understand how the various conservatives would like to change the status quo.
6. To understand and to evaluate the methods proposed for securing changes in the social, economic, moral, and political framework.
7. To evaluate the proposed changes.
8. To allow each individual to form an independent personal opinion concerning the controversial matters under consideration.

In other words, the school should be a place where facts are presented as fully as possible in the light of the established order, but where all sorts of projected changes in that order may be discussed rationally and impersonally. The pupils should not be taught what to think about the present situation nor about proposed changes in it. They should be furnished all the tools for thinking (facts, opinions, existing plans and proposed panaceas) and then be granted freedom to come to conclusions for themselves. The schools should not be regarded as agencies of propaganda for the New Deal nor for any other brand of status quo. Nor should various organized minorities consider the schools to be agencies to be captured and used for their own special purposes. The public schools should be and must be maintained at public expense as our front line in defence of freedom and liberty for the masses of the American people. Working under such an ideal, the teacher cannot serve as an agent of propaganda for any specific revision or retention of the general economic,

social, political, or moral framework of our people. The teacher can serve best by developing in his pupils and among their parents a desire to find the truth and to think constructively and effectively about it to the end that society in general may evolve to a constantly higher plane of thought and of action.

I feel that this proposal of mine is revolutionary. In the past, our public schools have not been operated as fact finding and thought provoking agencies. They have been operated for the purpose of indoctrinating the new generation with the idea that good citizenship is synonymous with adherence to the social, moral, political, and economic status quo.

Who Is Cultured?

By CARROLL D. CHAMPLIN
State College, Pennsylvania

"The unscholarly are not necessarily vulgar people, and the philosophers, mathematicians, historians and linguists are by no means ex-officio persons of superior culture."

CULTURE has been the perennial issue of modern education. The question has been whether to specialize and thus "to sacrifice culture" or to broaden out one's preparation in the hope that this widening of studies and increasing contact with books will result in an exceptional attainment of culture. It is the traditional issue of specific training for a vocation versus what we have been calling a liberal education. Some even claim that a choice must be made between the higher life and a low-plane existence in the tainted material world.

We are in a better position today to look into this problem dispassionately. We have been slowing down our tempo and resorting to reason with commendable deliberation. We see now that there is something better than speed and a way of life more desirable than continuous hard work. Leisure, once a luxury, has become a necessity, and work, once a necessity, has become a luxury. Over-time was once the boast; leisure time is now the toast. Our point of view is reversing itself, and we see all things differently. A new philosophy is evolving, and our ideals are in flux emphatically.

What is culture, and what will be our ideal of culture in future years? Is there a cultured class, and is there still a place in our educational scheme for courses and classes in culture training? What does a culture consciousness do to people, and what happens when one has a culture objective? Is culture a quality superior to other human attributes, something most to be desired in life; and does this culture come to those who most formally and definitely set out to attain it? Is there any particular brand of subject matter that works more effectively than any other in the production of culture; and is intellectual refinement obtained in a special type of institution or educational department?

Or is culture rather a by-product of any education, an incidental benefit of any worthy and purposeful educational effort? We have frequently associated culture with an appreciation of the classical literatures and languages and with the fine arts, and this concept has made a genuine contribution to our civilization. Today there are many more things to be appreciated than ever before. There is science to understand and to enjoy, and there is our world of machinery to comprehend and to capitalize. There is an accumulated history of human achievement and social progress requiring critical study and practical interpretation. There is the large problem of personal health and community welfare, with the many challenging activities of hygiene, sanitation and physical culture. Also we have agriculture and horticulture; and we have the various arts and crafts that are related to the new sciences and industries.

The person who has successfully achieved some ambitious goal and who knows full well the difficulties involved and the obstacles to be overcome in such a project is in the best situation to appreciate the essential technique. The true approach to culture is through performance more than through the theoretical book knowledge of a process. Participation and extended experience rather than a superficial survey of what others have done will provide the best basis for insight and the confidence that comes from mastery. This confidence is an indispensable characteristic of all culture. Culture is not so much a knowledge about as it is saturation in the activities of any important human endeavor. Mere factual familiarity makes us slavishly dependent on others for living demonstrations, whereas practical skill gives us a freedom that is a feature of true culture. Expertness in performance and accuracy in planning characterize the best in American education. Culture is the emancipation of intelligence and the actual releasing of mental power. It is vision and growth; it is patience and courage in the face of any severe challenge. It is earnestness and sincerity; it is aspiration and de-

sire for the beautiful and the useful.

Our schools are not neglecting culture. They contribute heavily in their emphasis on the practical aspects of music and art. The chorus, the band, and the orchestra afford generous opportunities for practice and improvement. The classroom and the studio beckon to budding genius to develop its endowment of talent and to enjoy deeply its privilege of self-expression. The work of the laboratories and the school gardens—and even the athletic fields—leads to the acquisition of skills and appreciations that supplement one's academic education. Student councils, clubs and committees make it possible for personality and character qualities to be cultivated and for ideals of co-operation and service to be developed.

Any person who has self-control and dignity in addition to a fair knowledge of the world and its people is entitled to be called cultured. People who do well the work they are called upon to do and who are gracious as well as graceful in the performance of their everyday duties—these are as cultured as university specialists in ancient learning. To be science-minded and experimentally inclined in humble circumstances is as much culture as to be in charge of the most elaborate laboratory in the world. To be versatile even in a small way and to be enthusiastic in meeting opportunities as they arise is to qualify as cultured in the best sense. To be conscientious and capable in carrying out one's daily round of labor and to be ambitious for more responsibility is as much culture as to write an authoritative treatise in the field of anthropology.

It is an error to use education and culture interchangeably, and it is confusing to regard culture as the particular objective of a certain, peculiar kind of education. Some individuals seem actually to possess inherent culture. Now and then we meet teachers who are fundamentally and invariably cultured in their conduct, and it is not impossible to find almost illiterate men and women who possess ingrained culture. The unscholarly are not necessarily vulgar people, and the philosophers, mathematicians, historians, and linguists are by no means *ex-officio* persons of superior culture.

We need to select young teachers of promise, and it makes little difference whether they come from liberal arts colleges or from teachers' colleges. Degrees are no measure of culture any more than is the cut of one's clothes. It is immodest to boast of culture, and it is a questionable topic of conversation to discuss the apparent lack of culture in others. There is no cult of culture in America, and affectation has no place in our educational and social life. Whatever culture is, it is not snobbery and sophistication. Culture, like happiness, will come eventually to the deserving, whereas an aggressive crusade in search of it is pretty sure to miss its mark. When we seek to share and to serve, culture will take care of itself.

All in the Day's Work

(A New Feature)

By FRANCIS READ

A High School Principal

LAST spring before graduation time I asked the seniors to write me a theme on the subject—Proposed Improvements for Our School. As a vacation pastime I have been looking over during the past few days the papers.

The boys and girls named over a hundred different ways in which, in their opinion, our school should be made better. Many of their ideas are meritorious and we shall adopt them. For instance, several said that there are too many notices in assembly. After thinking the matter over I am convinced that this point is well taken. It is unfair to use time in our short assembly periods to give notices about basketball practices, club meetings, orchestra rehearsals, or any other matter that concerns but a small percentage of our students. While such a procedure is in progress, for the great majority valuable time is being wasted. The students, far better than any one on the faculty, could see the mistake that was being made.

We will correct the difficulty with the beginning of the new school year. We will have a large bulletin board put up in a place convenient for every one. Hereafter teachers and students alike will have to get the bulletin habit. We will fill up our assembly time with something of interest and helpfulness to all.

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What unfortunate mannerisms grow up in the schoolroom! Today I visited a class in which the teacher introduces about every one of her sentences with a prolonged "er." Some of the students are picking up the habit. Another teacher makes her hands go in meaningless, incessant gestures. It put one's nerves on edge to watch her. Still another repeats the answers that the pupils give. No need for the student to speak clearly; the teacher will help him put his ideas across to the class. The weaker boys and girls imitate these foolish mannerisms. The stronger feel disgusted, and may resort to inattentiveness and mischief-making in an attempt to forget their annoyance.

The Hygiene of Teaching

By CHARLES D. GIAUQUE
Boston University

Certain health factors are essential to the best results in any classroom.

DEFINITION and Scope—Numerous and varied are the contributions to our educational periodicals dealing with the obligation of the school with regard to the provision of healthful and wholesome environment. And well may they be! The maintenance of healthful and wholesome environment constitutes the prime obligation of every school. If we are to enact and enforce compulsory education laws, it becomes the bounden duty of school officials to provide for children the very best of hygienic conditions in the school. This discussion, however, will concern itself not with the effect of the physical environment upon the child's health, but rather with certain psychological and emotional factors of school life which influence his behavior. [The subject has been called The Hygiene of Instruction or The Hygiene of Teaching.]

The Hygiene of Teaching is concerned with the effect of school management, or of the process of education, upon the child's health. It deals with all the procedures in the program of the school which in any way affect the health of the individual. It suggests means by which all the various factors making up school work can be adjusted so that no injury may come to the child while he is being educated. The aim of the school should be to arrange all of these details, so far as possible, so as to secure for the child thoroughly healthful activities, play and rest throughout the twenty-four-hour day.

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Effect of Poor Hygiene of Teaching.—The presence in our schools of so many maladjusted individuals serves as an eloquent comment upon our failure to give sufficient attention to the subject under discussion. In many cases little or no consideration is given to the innate desires and biological needs of the growing organism. Classrooms often lack a cheery, wholesome atmosphere. Even the teacher herself may be — perhaps because of her own ill-health — irritable and unsympathetic if not actually ill-humored and morose. Without doubt, if the child is to receive the greatest benefit from his school experience and at the same time to enjoy the best of health, the work must never be accompanied by worry or strain; indeed it must provide great interest and satisfaction.

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Individual Attention to Pupils.—Educators have long recognized that the most important way to prevent mental and physical fatigue as well as personality maladjustments is to accommodate the obligations of school work to the ability of the individual child. The first step in this direction—and the final test of the success of the school program—is a meticulous examination of the physical, mental and emotional make-up of each child as an individual, not as a member of the group. This should be followed by a careful adaptation of the program to meet the needs of each child.

Many pupils will enjoy a higher degree of health if they are permitted to engage in only a partial program, and even then allowed to travel at their own rate of speed. On the other hand, the gifted pupil may be permitted to push on beyond minimum essentials as fast and as far as his ability and ambition will permit. For such a child anything short of mastery is an unworthy aim. Besides, habits of mediocre, slip-shod work are very readily acquired, and only with difficulty broken.

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Administrative Problems Involved.—There is no doubt that soul-destroying uniformity is easier for the busy teacher than a program in which individual attention must be given to each pupil. Classes are large, curricula are over-crowded, and the demands made upon the teacher are steadily increasing. However, careful attention to the needs of the individual child yields results which amply justify the additional expenditure of time and effort. "Administrative difficulties" are no excuse for laxity in this matter. What business executive would permit problems of an administrative nature to interfere with a change which he knew would increase the efficiency of his organization?

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Home Work.—It is decidedly unwise for a school to insist upon home work for children in the grades. Home study for the elementary school child is taboo in New York City. Some of our states have gone so far as to make it illegal for children below junior high school age to take books home from school. If home study must be assigned, the teachers of the various subjects—where a child has more than one—should co-operate so as to give home work in not more than one subject each night, and this should be of a nature that will require not more than thirty minutes of study for the slowest

pupil. High school students may safely do more studying at home, provided it is done under favorable conditions.

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Fatigue.—It is difficult to understand the logic of the teacher who asks a tired pupil to stay after school for lolling around in his seat. Asking such a child to remain after school for disciplinary reasons will simply lead to an increase in fatigue, particularly in the case of younger children, who tire much more easily than the older ones. On the other hand, while the work of the classroom should be such as not to produce undue fatigue, neither should it be haphazard and listless. The skilled teacher will inculcate those habits of vigorous, sustained mental work which alone can give satisfactory results.

Fatigue is deadening. So are habits of mediocrity. The wise teacher will select the happy medium.

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Arrangement of the Program.—If the educational experience of the child is to satisfy his biological and sociological needs, and if we are to prevent undue physical, nervous and emotional strain, it is essential that the whole formal program be split up into rational periods of study, recitation, rest and exercise. The school program should then be arranged so as to provide a sufficient amount of rest and recreation properly to balance the amount of school work. A "sandwiching" of physical and mental activity is worthwhile in eliminating both mental and physical fatigue. The most difficult classes should be held in the morning when the child is fresh. Monotony may be avoided by arranging the program so as to mix the so-called academic subjects with others of a more active nature. The harder subjects may be alternated with those which are less confining.

Recess periods may be used for free play and games or for absolute rest. Never should the time given over for recess be "stolen" for other activities, irrespective of their importance. In some schools the rest period has been utilized for the teaching of formal gymnastics, which ranks with mathematics as the most fatiguing of all school subjects.

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Discipline.—We repeat, the school atmosphere must be one of joy, inspiration and leadership. Blind obedience and subordination to authority have their place in military circles but not in the school. The best reaction is the one that is received as a result of an interest-satisfying program. A rigid type of discipline or coercion is likely to lead to poor mental hygiene on the part of the pupil as well as increase the disciplinary problems of the teacher. Discipline of the old type often results in fear, one of the most insidious emotions that parents and educators have to overcome in the adjustments necessary in childhood. The quiet and peace of mind necessary for the best and most consistent effort of the child can result only from an interest-provoking program. Worry and excitement are likely to proceed from anything else.

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Tests, Examinations and Marks.—It would be difficult to determine the extent of the detrimental effect upon the pupil's mental health of tests and examinations. These may result in physical and mental fatigue and may also prove instrumental in bringing on jealousy, worry and other maladjustments.

The method of examining in which tests are frequent and of a type to indicate the pupil's ability without proving a mental and physical strain is doubtless fairer and thus more healthful than the system which allows the whole grade to rest upon the outcome of a single comprehensive examination.

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The Health of the Teacher.—Since we teach more by example than precept, it goes without saying that the teacher's health will in large measure determine that of her pupils. Substitutes are not only expensive; they are likely to bring about unsatisfactory conditions in the management and teaching of the school. Progressive schools, therefore, find it expedient to give their teachers thorough health examinations once a year. Failing this, the teacher should give herself an annual birthday present of an examination. Such a procedure pays dividends. The teacher who is ill tends to be irritable, uninterested and uninteresting. The unhealthy teacher becomes not only a physical but also a distinct mental menace to her pupils. The attitude of the teacher will go a long way toward producing the right atmosphere for the development of the proper mental hygiene on the part of the child. The teacher must be of a cheerful, sunny, enthusiastic personality who expects to inculcate these desirable traits in her pupils. Such qualities are catching. The gloomy, morose teacher and the one of an excitable nature have an equally deleterious effect upon school children. One of the biggest problems of education today is the securing of teachers with well-integrated personalities.

Healthful and wholesome environmental conditions in the school are not guarantees of healthy child personalities. It is essential that every item concerned with the administration of the school be adjusted as to avoid mental and physical fatigue and prevent nervous and emotional strain.

The Migrating Pupil

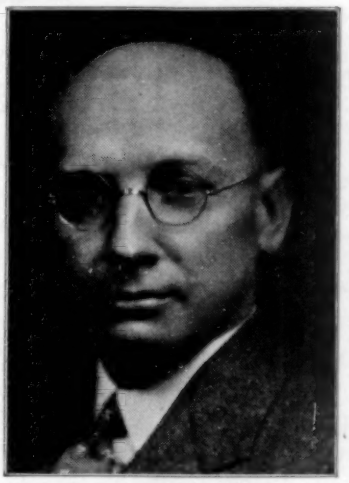
By GARRY CLEVELAND MYERS

EVERY school principal must face the problem of the child who will enter school on practically any day throughout the year. This child is no easy problem for the teacher nor easy for himself. The adjustments he must make are numerous and difficult. Rarely can he fit into the class work well. Where he attended school before there were different methods, different textbooks, different children. Here everything appears so very strange to him.

Some of the lessons almost surely will be too hard for him. They will presuppose some skills and knowledge he had never learned. Ways he had used before to prepare his written work, for instance, fold his papers, place his name on them, were different from the ways he is expected to employ now. In this new school they do not use the same language he was accustomed to speak in subtraction or addition or division. And how unfamiliar are their ways in spelling, reading and geography!

Accordingly this young stranger will frequently do things wrong, things of mere routine; for his former habits will assert themselves when he is just a little off his guard. His errors and confusion will seem funny to the other children, who will laugh at him. His teacher, conscious of so many children in her class needing individual attention, may become impatient over the new group of difficulties added in this pupil. Should she rebuke him or speak harshly to him he might be very keenly hurt. If she should ever direct a word of sarcasm toward the child, evoking laughter in the other children, how terrifying his experiences would be!

In this new classroom and new school will be some children who,



GARRY C. MYERS

like cattle in a herd to which a strange member has been added, will try this new pupil out. They will tease and bully him. How he responds the first few days on the playground and indoors at recess will pretty largely determine his social place among them for the next several months.

Being a stranger he will feel less secure and more timid than usual, therefore, more inclined to submit to being lorded over. If this child has not learned to stand up for his rights he, perchance, will be complaining to the teacher that the other children pick on him. Nevertheless he might submit supinely to their treatment, suffering silently with great fear; in which event he will have to bear his burdens all alone, no doubt.

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The teacher who keenly senses the peculiar problem of this newcomer to her classroom will take special pains to help him make social adaptation. Having sent him on an errand or arranged in some other way to have him absent from the class, she will take the other children into her confidence, appealing to them to be good hosts to this stranger. The group might choose to appoint a committee who will serve as big brothers to him. The teacher might prefer, however, to suggest quietly to one or two of the most socially minded children means of helping this child learn the ways of the classroom and of furthering his success on the playground.

Should he need special help in any school subject, a child from a room one or two grades higher might, through the principal and the other teacher, be borrowed for such purpose. This young tutor would be more acceptable to the lagging child than another pupil of the same room. The psychology is better. The tutor will not feel so cocky nor the pupil so inferior.

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Allow me here to say a word about the possibility of individual aid for numerous other laggards in a classroom. With a class of 35 or 50 or 60 children the teacher cannot give each one the amount of special help he needs. Let her devote her time to finding out what his specific trouble is, in reading, say, or spelling, or arithmetic. Then with the help of another child from a room several grades higher this backward pupil can have the opportunity to enjoy learning success. The helping child will probably be better fitted to appreciate this learner's difficulties and therefore to help him than the teacher would be. Have no concern about the loss to this helping pupil. He was selected because he was well advanced. His experience, moreover, will be an education. Through his teaching, moreover, he will have a greater urge to strive in learning his own work and making up any possible arrears caused by the interruption of his regular work. Besides, this helping child has gained in moral values as he finds himself

actually helpful to another child.

For years I have been begging teachers to employ this scheme for helping the slow pupil, and while at a teacher-training college I actually saw it operating. Recently I have visited classrooms in which this plan was being practiced. A quarter of a century ago I did it in the ungraded rural school where it obviously is easy to operate. Let no one confuse it with the one-time popular monotorial system in which the brighter student of a given grade was assigned to help a weaker student. That practice finally disappeared because it tended to exaggerate the feeling of inferiority in the slower learner and the feeling of superiority in the faster. It engendered jealousies and stirred up antagonisms between the helper and the helped; naturally so. In the plan proposed the helper is an older child of at least two grades higher. The pupil being helped feels that the helper ought to know much more than he does and the helper realizes that he ought to know much more. The psychology is safe and it is workable.

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Although the stranger-pupil is the more likely to be timid than the child entering school at the beginning of the term, any classroom will have one or several meek and lonely children who don't bother any one. Such a child usually violates no rules, he minds his own business, and may be counted by his teacher as a model pupil. A person who failed at suicide once wrote me: "No teacher from the elementary grades through college ever bothered about me. I had no friends. I never quarreled with anybody. I broke no school rules. I was studious. I always had my lessons."

The teacher of tomorrow is going to be more concerned about this type of child. She is going to help him find companionship, and hers won't be an easy job. When a parent or teacher tries to promote social interests and success in a lonely child she finds facing her and the child a stupendous up-hill task. Let those who are seeking outlets for creative powers set themselves to building social courage and achievement in the timid, lonely child!

A Teacher in Revolt

By CATHERINE M. WILLESEN

I AM a teacher about to rise in revolt. I retract that statement. I have already risen. Practically every educational magazine that finds its way to my desk is rife with articles the captions of which read somewhat like this: "Characteristics of the Good Teacher," "The Teacher's Attitude Toward the Child," "The Teacher's Attitude Toward the Community," "What the Well-Planned Lesson Should Contain," and so *ad infinitum*. As a class, we teachers have been cussed and discussed. We've had good advice hurled at our heads until we fairly gasp for breath. Isn't it time for some brave, well meaning pioneer in the field of writing to focus his attention on some other individual? Why not the superintendent? Ah! Happy thought! Would that I were gifted in the art of writing —would that eloquent words literally flowed from my pen voicing the mingled feelings of awe, apprehension, fear, anxiety and misgivings that strive for supremacy within me when the shadow of my superintendent falls across the door.

Sometimes, in my wildest dreams, I imagine myself the superintendent, and him the teacher. I imagine myself virtually snapping my fingers under his prying nose and reveling in the look of wild terror that crosses his features when I pass the threshold of *his* door.

Yes, my superintendent scares me! I know when he is about to observe me. I have the jump on him there. His elongated figure casts a weird shadow across the glass of my door. He enters. Soft music, please, and dim lights. Life may begin or end at forty for some folks, but for me it ends right here. Earthquakes, cyclonic storms, measles are mild catastrophes compared to his entry. Suddenly the room looks queer. Defects heretofore unnoticed become glaringly prominent. The shades are drawn unevenly, chalk marks add to the already untidy appearance of the soiled floor. Worst of all I have an uncanny feeling that the last snap of the old black dress that has served me so faithfully is about to double cross me.

Mentally, I become decrepit. What were we doing? Was it Africa we were bounding or was it Australia? Or, horror of horrors, is this after all a class in ninth grade algebra? Inwardly I say: "Who's afraid of the big bad wolf?" And my face assumes an expression that is about as expressive of good fellowship as a carload of frozen codfish.

I wish my superintendent wasn't so smart. He knows too much. He knows his job. No sluggard gets along with him. When I reflect honestly, I know deep down in my heart that, like spinach, he is good for me. His voice in the hall, his step outside my door spurs me on to greater mental activity. No shirking my work while he is in circulation.

Still I'm just that spiteful, I'd like to change places with him. Occasionally, say perhaps once a month, I'd favor him with a feeble smile—but ah!—the rest of the time, I'd make him squirm.

Safeguard America's Seed Corn!

By I. D. WEEKS
State Superintendent of Public Instruction
Pierre, South Dakota

THERE are two groups who are making it difficult for the schools to carry on. The first, those who are not concerned about public education. They are financially able to educate their children at their own expense. The second group is composed of those people who are actually staggering under the tax load. There is perhaps a third group composed of those who are totally ignorant of the true function of education. They are unaware of the vital need for education of the citizenry.

There is a danger of reducing the school curriculum to a point where it ceases to meet the responsibility thrust upon it. I use the word thrust advisedly. The school teaches subjects upon demand from the public. New subjects have been introduced into the school curriculum upon request from social, civic, and business groups. The schools are mirrors of public opinion.

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The schools of today are preparing youth to live in a new age. Those who maintain that the schools should teach only the fundamentals still believe that education has the same limited function which was true fifty years ago. Then it was largely a matter of teaching boys and girls in the elementary schools to read and write. Reading and writing were fads in 1633. Arithmetic was a fad in 1733. Geography and history were frills in 1833. The responsibility of the high school was to prepare the sons and daughters of large business and professional men to follow in the footsteps of their fathers. The high school was to prepare for college entrance.

In 1890 only one out of ten boys and girls of high school age was in high school. Today the children of the doctor, lawyer, merchant, banker, garage owner, and mechanic attend the public high school. However, only about one-fifth of the 5,000,000 boys and girls in high school will go to college. Four-fifths stop their educational training upon leaving their local high school.

"The farmer tries to protect his seed corn against the ravages of rodents because he realizes that his security is dependent upon the seed and its possibilities in producing food, clothing and shelter.

"Should we not endeavor to protect America's greatest seed crop, her children? Her potential citizens?"

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The educational system is challenged by the presence of these youths. It must assume responsibility for them. What subjects will contribute the greatest good to the greatest number? There is a difference of opinion concerning this matter.

Music is sometimes called a fad. But isn't life enriched if one can thrill with strains of beautiful music?

What boy or girl is not helped by intelligent participation in wholesome sports?

Every girl is a potential homemaker. A sympathetic understanding of home management, of family relations, and of home economy will make a girl a better daughter, wife, and mother.

I am making no special brief for any subject. We live in a changed social order, a machine age, and industrial era. Such an order requires a new orientation of education.

The school is aware, as is every other social institution, that more and more leisure is at the disposal of the individual. What of this leisure?

We need to reduce expenditures, but it is false economy to deprive youth of education for leisure. Sports, dramatics, debate, and music are valuable means of insuring society against crime.

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Not only must America's future not be jeopardized by taking all the nourishment from the curriculum, but we must safeguard the child against poor teaching, which is likely to be an inevitable consequence of lack of reasonable salaries.

Teachers have manifested a courageous and unselfish attitude when faced with drastic salary reductions. There are communities that find it necessary to reduce salaries. There are, on the other hand, boards of education who make the teachers the target for retrenchment in the field of education.

America's future needs to be safeguarded. To this end she must maintain an adequate curriculum and employ good teachers.

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The farmer tries to protect his seed corn against the ravages of rodents because he realizes that his security is dependent upon the seed and its possibilities in producing food, clothing and shelter.

Should we not endeavor to protect America's greatest seed crop, her children? Her potential citizens?

I am not unaware of the financial struggle that the farmer, laborer, professional and business man are encountering. I realize the cost of public education. Rea-

(Continued on Page 409)

EDITORIALS

Dead Ends

EDUCATION would be more effective were it not for the tendency of its subject matter to run into dead ends or pockets. Knowledge has been divided into watertight compartments. These compartments have been separated not only from one another but from the main currents of present life. Pupils may study history down to a certain date printed in a book—never suspecting that history is being made every day; never learning to connect what is printed in the newspapers with what is in their books.

Pupils may study literature that bores them to tears when there are books and magazines of present-day meaning and interest which the average teacher fails to give them, possibly because the average curriculum won't let her do so. Pupils may be subjected to doses of mathematics, Latin, or a modern language that seemingly has no bearing on the activities of the world they dwell in.

Under the spell of a magic word, "integration," certain teachers in certain schools are endeavoring to connect knowledge with life; to rip open the partitions of the curriculum and let the waters flow and mix. Those teachers and those schools encounter opposition and criticism from persons who prefer old ways merely because they are old and from other persons who honestly question whether there is time for educating the whole child to see things in true perspective without neglecting needful drills and "essential" facts.

To remove all barriers that divide one subject of study from another would lead to confusion. But a compromise in that direction is sorely needed and would do much to vitalize learning.

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It Is to Hope

DR. JOHN K. NORTON of Columbia probably knows as much about the hardships which have befallen education during recent months as any man living. He is head of a committee whose job is to paint that sorry picture, and they have done it grandly.

But Dr. Norton has not lost hope. He points out that education in the United States has a habit of picking up rapidly after each depression. He cites the recovery led by Horace Mann after the panic of 1837; and again the unprecedented growth of secondary education since 1893.

History sometimes balks at repetition. But hoping is more fun than grouching.

Speaking of Intelligence

LAST fall a certain freshman in a college of high standing was greatly surprised and disappointed to receive a mark of "D" for his work of the first few weeks in English composition.

He called on his instructor, and in the course of conversation, he learned that the instructor had seen his low rating on an intelligence test and had assumed he must be a "D" student. During that visit or later the instructor amended his opinion, and at the end of the semester the student was given an "A."

"What a stupid instructor!" do you say? Possibly so.

But how much more stupid is the system which allows the results of such tests to be handed about as if divinely accurate and a proper basis for prejudging abilities in specific areas of mental effort!

The true and inspiring teacher inclines to the belief that every young person has more in his kit of mental tools than any test or combination of tests will ever bring to light.

Tests are generally much more successful in discovering weaknesses than strengths. But the business of education is to discover both and emphasize the latter.

If that freshman had lacked the kind of intelligence that prompted him to call and talk things over with his teacher, he might have continued to have a rating below his deserts, with all the demoralizing effects that rise from such a situation.

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Reservoirs Refilled

A MAJOR benefit of the long vacation is that it enables one to return a different person. It clears the way for a fresh start. It permits the ruts in thought and conduct to break down or be grassed over.

Vast quantities of stored-up energy, boundless reservoirs of newly acquired knowledge, experience, ideals, philosophies and purposes will be poured into American classrooms during these re-opening weeks as a direct consequence of well spent summers.

In this matter of vacations, school people may be a privileged class. But privilege spells responsibility. Most of them accept the one as happily as the other.

Makers of Better Schools

HENRY C. POWNELL is associate professor of education at University of Alabama. Still under forty, he has succeeded in making his influence felt widely as a teacher and an educational leader. State administration of the schools is the subject of chief interest to Professor Pownell. He gained quite a reputation as a debater and orator in his college days, and has not lost his power to hold up his end of an argument—usually the right end. His articles in Alabama School Journal help to uphold the standards of that fine publication.

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JOHN C. BRODHEAD makes his substantial contribution to the schools of Boston as an assistant superintendent, a post he has occupied for fifteen years. A great traveler and tramper, and a motor-boatman, too, is Brodhead. He is expert in the field of trades training; was studying such matters in Central Europe in 1914, when the war broke out. He is a man of wide experience and fine leadership.

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LEWIS B. AVERY retired in June after fifty-five years in educational work, the past twenty-one years at Oakland, California. He was given a farewell party by 700 fellow teachers of that city, where he has been director of adult education. Still vigorous enough was he at seventy-four to start off with his daughter on a tour of twenty-six countries and five continents. Education loses a sturdy champion and pioneer, greatly admired by hundreds.

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WRAY H. CONGDON, of the University of Michigan faculty in education, is a Pennsylvanian by birth, a holder of degrees from Syracuse and Ann Arbor, and a former administrator and teacher in China—where he served twelve years. He is an authority on adult education, educational sociology and high school administration, and is a recognized factor in fostering the co-operation of educational institutions.

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FRED J. PAGE of Franklin, Tennessee, by reason of thirty-six years' continuous service is the dean of county superintendents in his state, and has been made an honorary life member of the State Public School Officers' Association. He is a man of rare tact and judgment; a champion and seer of rural education; an advocate of year-round instruction for pupils who cannot do the required work in nine months. His high opinion of this magazine—which he calls the most inspiring that comes to his desk—gives us something to live up to; and we have no doubt that his habit of finding cause to praise has made him an inspiration to his teachers and the boys and girls of Williamson County.

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CHARLES W. RICHARDS began educational service thirty-eight years ago as a teacher in Georgia. Today he is president of Southwestern Teachers College at Weatherford, Oklahoma. A few years ago you would have found him supervising vocational rehabilitation education under the State Department at Oklahoma City. He has given much attention to research and guidance and is a power in the raising of educational standards throughout a large section of this young and forward-moving state. He is a lecturer of some note, and prominent in various professional organizations. At Ardmore, Oklahoma, in 1913, he inaugurated, as superintendent, what is said to have been the first all-year public school in the United States.

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S. HOWARD CHACE has been superintendent at Beverly, Massachusetts, these one-and-twenty years. A genial citizen and neighbor is he, as any Rotarian, Commerce Chamberite or Y. M.-er in that seaside city would affirm. For nearly a dozen years Superintendent Chace was secretary-treasurer and general factotum of both the Massachusetts and the New England Superintendents' Associations — his long service being topped off with the presidency of the New England Association of School Superintendents in 1932-1933. For many years he conducted railroad excursions of New England schoolmen to the meetings of the National Education Association — thus acquiring much geographic lore and hosts of friends.

Winshipisms

"If you can't go ahead, don't pull the other fellow back."

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"Everything you do as the fruit of your own thought makes you stronger; when it is mere imitation you are weaker."

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"Tact cannot be overestimated. It can be cultivated."

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

Quadrant of Failures

QUESTION—Last year a large number of pupils failed of promotion—a larger number than usual. Our new superintendent is a stickler for standards—so we gave some examinations and flunked about one-fourth of the students. Now I am wondering what we shall do with the boys and girls who are compelled to go over the work again. I am expecting a lot of trouble. What do you think about "failing" such a large number?

Answer — To be absolutely frank about the matter I don't think much of it. There is just one class of students I would "fail," and that is the bunch which just will not try to do the work. Those fellows who think they will get by anyhow. I would like to "fail" all of that class. They don't do any school any good nor themselves either. On the other side a student of reasonable intelligence who pays attention and does his work cannot very well go through high school without absorbing considerable of the work. Dumb pupils who do the best they can are worth more than bright ones who just slide along. Some time we shall give credits according to effort. Some pupils get a lot more out of the school on their seventy per cent. grades than others do on their nineties. I never did think a final examination was a proper basis for promotion. It always seemed to me that if a teacher has a class for a semester she knows pretty well which of the flock can carry the advanced work. If the teacher cannot tell at the end of the term or year what a pupil can do it is about time to try some one else. It is the general statement of a number of teachers that many pupils conditioned in promotion do better than many who are promoted regularly. But there is another side to the case. What are you to do with the recanvassers? If your time were not already taken to the full I would suggest that you put these students in a class by themselves in some of the studies where you can gauge their work according to their needs and perhaps give them something new.

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Spicing the Studies

QUESTION—I am a teacher in a grammar school. I want to do something which will be attractive to the children and catch their fancy, something which is quite aside from the books. What would you suggest? I call it "spicing up" the work.

Answer—Well, you ask a mighty interesting question for the beginning of this new school year. A subject which is aside from books may not be altogether "spice," it may be the real thing. To neglect the things which are going on about us in these tremendous times isn't my notion of what the schools should do.

To my way of thinking it is just as interesting to watch the unfolding of a New Deal in Germany and speculate on the outcome as to watch the campaign of Caesar in Gaul or the Revolution in America. Revolutions and conquests are going on all about us these days. To neglect to pay attention to them is a good deal like learning to swim before going near the water. The youth of the land have a right to study the happenings of today, for they are a part of these things and are affected by them. You want something of a thrilling nature to bring before your class. Why not study that great flight of the balloon into the stratosphere? Where did it start, and where did it land? Why did it go up and what did it find when it got up there? How did this flight compare with others of the kind? What about the temperature in that upper region? Draw a graph showing how the temperature went down as they went up.

There are many other topics and projects. Located not far from Chicago, as you are no doubt, many of your pupils have spent a day at the Century of Progress. You can have many lessons about their visit. Have some little lectures by the pupils who were there. It will be the right kind of training for them and of value to the others.

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Loose Rein and Law

QUESTION—We have quite a contingent in our community who hold that the laxity in school government today, or the attempt to institute student self-government, is largely responsible for the let down in obedience to the laws, and results in so much juvenile crime in this country. Do you think this is so?

Answer—This is almost purely a question of theory. I believe that the movement to install democracy into the high schools of the country has had a beneficial rather than an evil effect. In the first place we notice that pupils for some reason are much more easily governed today than they were a generation ago when only a man teacher with lots of courage could get by. How much of this to attribute to the idea of student government and how much to other modern causes we do not know. It could be easily determined if any one had the time to work it out. I would suggest that some comparison could be made of the lawlessness in communities where student government has been carried on and in those (a cross section) where the older form prevailed. This again would not be conclusive because of a concurrence of causes. My own belief is that the quality of citizenship has been improved in many communities by the right sort of student control.

The News Digest
OF EDUCATION

Biggest Budget

New York City To Spend $133,918,053

NEW YORK.—The 1935 budget of the New York City public school system, amounting to $133,918,053.33, was adopted recently at a special meeting of the Board of Education. This figure is $3,158,069.97 in excess of the budget for 1934, but owing to the action of the recent special session of the Legislature in restoring full statutory state aid to the schools, the share to be borne by the city next year actually will be $1,587,555.79 less than the amount it contributes this year. The city will pay $80,103,760.97 for 1935, whereas this year it is paying $81,691,316.76. The state will pay $53,814,292.36 for 1935, instead of $49,068,666.60 for 1934.

FERA Has Five-Point Plan For Hiring 40,000 Teachers

WASHINGTON. — Employment of 40,000 needy teachers in a nation-wide campaign against illiteracy has been announced by Aubrey Williams, acting administrator, as the goal of the emergency program which is being financed by the Federal Emergency Relief Administration.

The campaign, in which State relief directors already have been enlisted, is expected to reach 2,000,000 persons whose requirements are not now included in State educational programs. The major part of the program concerns itself with the education of adult workers now unemployed.

As formulated by the Education Division of the FERA, under the leadership of Dr. L. R. Alderman, the new "five-point program" includes literacy classes, vocational training, vocational rehabilitation, general adult education and nursery schools.

Literacy classes are to be organized in every community where the need exists and a sufficient number of adults unable to read and write can be interested in the program.

All the relief funds allotted for educational purposes must be used for this purpose and not to supplement local school budgets.

Norwich Head

Porter Adams New President

MONTPELIER, Vt. — Porter H. Adams, of Thetford, Vt., former president of the National Aeronautic Association, member of the Vermont Legislature and inventor, has been elected president of Norwich University, which claims the distinction of being the oldest engineering and military university in the United States. Mr. Adams has announced his acceptance of the post. He has been acting president since the election of Charles A. Plumley as representative in Congress from Vermont last year. Governor Stanley C. Wilson was elected vice-president. Both were chosen by the board. Directly descended from two Presidents of the United States, John Adams and John Quincy Adams, Porter Adams was born in Andover, Mass., in 1894, but spent much of his life, save during the war, at the home of his maternal ancestors at Thetford, Vt. Adams was educated in Boston and in California, but returned to Boston and was a special student in the first course in aeronautical engineering at the Massachusetts Institute of Technology, class of 1914.

CCC Scholarship

Intelligence Test Will Admit to Wesleyan

MIDDLETOWN, Conn. — Intelligence tests were held at Wesleyan University to choose a candidate from the Civilian Conservation Camps in this state to enter Wesleyan on a scholarship which will provide tuition and room. The candidate will be able to earn $15 a month under the FERA. Dr. James L. McConaughy, president of Wesleyan, has a summer home at Yelping Hills, Cornwall, Conn., near Camp Cross, where there are several hundred members of a corps. He was favorably impressed by the work and asked the trustees to grant the scholarship.

100 Indian Schools

Half of Project Under Way

WASHINGTON. — A new educational system for Indians is on the way toward completion, with 50 out of 100 schools projected already under construction, the Public Works Administration has announced. A PWA allotment of $3,613,000 is financing the building and remodeling program. When the new schools are completed, Indian children will be transferred from boarding schools to local day schools, an adult education program will be carried into effect and an improvement in community living will be effected, it was declared. Since the buildings are to be "something more than schools," great attention has been paid to architectural designs. Nearly all the buildings will include laundries, sewing rooms, and factories for health service and clinical work. In some cases they will have a community shop. It is planned to stimulate social activity through the development of these community centres. Many of the schools are being constructed by 100 per cent Indian labor.

College Cabarets

Will Keep Many Students on Campus

MADISON, Wis.—An answer to the problem of providing a student recreational centre which will keep large numbers of the good-time-seeking collegians on the university campus and out of roadhouses and cabarets has been found by the University of Wisconsin, the authorities believe. It is to have a night club of its own. Such a night club, operated for week-end evenings during the past year, has had an attendance far beyond expectations. In particular, its Terrace, operated during the past summer, had an amazing success. Wisconsin's rathskeller is done in the Heidelberg manner and is one of the points of scenic interest of the locality. For the fall and winter evenings the night club has a floor show, lighting effects and a master of ceremonies. The Terrace, which is unique among university recreational facilities, is on the shores of beautiful Lake Mendota, and is, for rich students and poor alike, a dream of unstudied charm, leafy quiet and Old World "gemuethlichkeit."

School Re-organization Asked By New York State Labor Group

BUFFALO, N. Y. — Reorganization of New York State's school system was advocated at the closing session of the State Federation of Labor convention here. The resolution deplored a "growing autocracy and inadequacy in education" and suggested that the younger generation be fostered in "a critical-minded outlook instead of a defeatist attitude."

Objectives of the federation's educational program are:—

That creative and constructive education built around the co-operative ideal of groups activity be substituted for mass education dominated by competitive ideal.

That all teachers be trained in the social sciences so that they may hold human values and social good above property values.

That a more democratic school system be developed as a means of preserving democracy as the ideal form of government, such system to provide not only for pupil self-government, but also for the right of teachers to help determine educational policies and enjoy full academic freedom and tenure.

Guaranty of equality in educational opportunities for children without discrimination because of limited tax resources.

That the Board of Education shall include representatives of organized labor.

School Financing

Florida Would Use Auto Tax Money

LAKELAND, Fla.—The problem of financing the public schools of Florida, a controversial matter that has generated recriminations among school officials, patrons, and politicians during the past two years, apparently has been settled by Governor Dave Sholtz. He has suggested a new source of school revenue that theoretically would not place a new tax burden on the people and yet would mean an additional $2,000,000 to insure a full term for every school and better pay for teachers. His plan is simple enough. He would borrow from the State's general fund the one-cent tax it receives from the seven-cent gasoline tax and pay back this loan with money to be derived from a liquor tax after the repeal of the prohibition amendment in November. The more critical drys who have objected all along to financing schools with a liquor tax are now saying that Governor Sholtz is merely proposing to do indirectly what they have opposed as violation of a high principle. But this objection is heard only as a minor note at present. H. H. Filer, of Miami, president of the Florida Education Association, has expressed enthusiastic approval of the plan and presented it to members of his organization for their endorsement.

Teachers Ask Raise

YONKERS, N. Y.—The teachers of the Yonkers evening high school, a "made-work project, who recently had their minimum pay of $16 a week restored after a threatened strike over a proposed salary cut, voted to ask the State to increase their pay. Dr. Emanuel Jack, principal, concurred with the teachers in seeking an increased wage scale. It was pointed out that the State investigators who look into the personal financial needs of the emergency teachers received $25 a week. Some of the teachers felt they should be paid at least as much as the investigators.

Late for School

Caught in Polar Jam, Excuse by Radio

PHILADELPHIA.—No matter how he looked at it, Harry J. Lance, Jr., twenty-two years old, was in a jam late in August. He was going to be late to school and his boat was stuck in an ice pack somewhere in the Arctic Ocean, so he got busy on the radio. From station WIOXDA on the Bartlett Arctic expedition's schooner Morrisey he radioed a message to Millard E. Gladfelter, registrar of Temple University. "May return late for registration due to ice conditions," it read. "Any possibility for special consideration? Thank you." An amateur operator in Wayne, New Jersey, picked it out of the ether and sent it on to Temple. Lance, a university honor student, expected to return early in September from the Arctic expedition collecting specimens for the Philadelphia Academy of Natural Sciences. "He needn't worry," says Registrar Gladfelter. "An ice jam is a good excuse."

Professor Is News

STANFORD UNIV., Cal. — Dean Emeritus Ellwood Patterson Cubberley of the School of Education at Stanford University recently did one of the newsiest things in the history of American education. Dr. Cubberley has piled up enough, out of his salary as an educator and his earnings as the author of textbooks, to be able to give Stanford $400,000 and still have an income of $4,000 a year for himself and his wife. Therefore, he is unusual in several respects—a professor who has amassed a fortune, a rich man who voluntarily has given up his wealth and retained only a modest income, and a husband whose wife didn't discover, as soon as they had real money, that it was imperative for them to have a larger house and live expensively.

Bar Fraternity Men

No Campus Jobs To Be Given Them

SPRINGFIELD, Mo.—A fraternity pin will close the door to Drury College students seeking campus jobs this fall. Guy Barnes, executive secretary of the college, announced that college and fraternity employment would not be available to members of Greek letter organizations. The ruling is based on the theory that students able to afford a fraternity membership are not badly in need of campus jobs.

Arkansas Extends Opportunities For Illiterates in Hinterlands

LITTLE ROCK, Ark.—On a scale never before attempted, residents of Arkansas' hinterlands — the mountain folk and river-bottom settlers — are going to have an opportunity to learn to read and write. Preliminary plans for an adult education program which he hopes will benefit a large number of the State's 96,918 illiterates have been announced by E. B. Matthews, director of vocational education for Arkansas.

After crops have been stored away this winter, 700 or 800 teachers will go into the canebrakes and remote mountain regions, where the shotgun long has been considered more expressive than the pen, to instruct young and old in the three R's. The teachers will be a new type. They will be no "outlanders" but the educated members of mountain communities and river settlements who have the confidence of their neighbors. Classes will be conducted in churches, homes and schoolhouses.

Since the original program was launched last winter as a phase of emergency relief work it is estimated that 7,000 persons have enrolled in adult classes. A teacher in a river-bottom country reported that some pupils were so proud of their newly acquired ability to read and write that many of them stopped going to town and instead mailed orders for merchandise or sent notes by neighbors.

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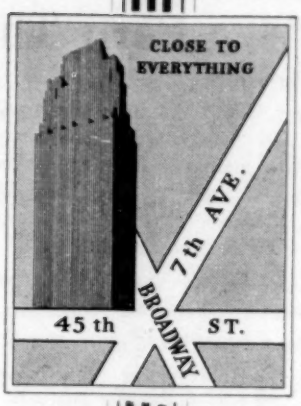

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Plans Equality

British Labor Party Resents "Poverty Bar"

LONDON. — The Labor party has announced that it proposed to remove the poverty bar from English education, with "complete educational equality and final abolition of the system under which the quality of education offered to children depends on the income or social position of their parents." Under the new program, all secondary schools would be free, obtaining out of public funds the money now obtained from fees. England and Wales, to which the Labor project would apply, have almost no free secondary schools, although many "free-placers" from the lower schools get free tuition under scholarships in county secondary schools. These latter correspond roughly to American high schools. With the new plan the age for leaving school would be increased from fourteen to fifteen years, and eventually to sixteen, and wage-earning employment out of school hours would be barred by law to those under the age. Antiquated or unsuitable school buildings would be replaced or remodeled, classes would be reduced in size, only trained and certified teachers would be employed, and open-air recovery schools for ailing children would be established.

Teachers Needed

NEW YORK. — Normal schools must modify their curricula to meet the demands of rural schools which have only one or two teachers, according to a report made by Professor Fannie Dunn, of Columbia University. About 65,000 new teachers are needed annually in one and two teacher schools in this country, according to Professor Dunn. There are 5,000 of these vacancies in New York State alone. "It is only in small rural schools that graduates of State normal schools and teachers' colleges are finding positions in any considerable numbers at present," Professor Dunn said. "This is partly a result of retrenchment in education, and partly because the turnover in city schools is minute beside that of the rural districts."

Private Schools Gain

Show Big Pick Up In Enrollments

BOSTON.—According to a survey of private schools in the East recently completed by Wayne Davis, enrollments at these schools, with one exception, of new students for this Fall are from 50 to 300 per cent ahead of the figures for the same date a year ago. Half a dozen private schools closed in the Summer of 1931, Mr. Davis found. That Fall teachers' salaries had to be slashed in order to prevent school budgets from being hopelessly in the red. A half dozen more schools did not live the year out or closed in the Summer of 1932. The year 1932-33 was probably the low-water mark of the depression for all private schools. Last Fall there was a feeble upturn in the number of new students enrolled, and this year activity is nearly back to normal. Although the depression was late in hitting these schools, nevertheless they are apparently in recovery's van.

Government Will Help 100,000 Earn Their Way in College

WASHINGTON. — The Federal Emergency Relief Administration will help 100,000 needy young men and women earn their way in colleges next year by paying them for part-time jobs, Aubrey Williams, Acting Administrator of the FERA, has announced.

They will receive about $13,500,000 in the school year of 1934-35, about $1,500,000 a month for nine months.

This is an enlargement of a movement begun last year at the suggestion of several college and university authorities, some of whom took it before President Roosevelt personally. In part, it represents an effort to lessen unemployment this winter.

The 100,000 students will be divided between men and women in each institution in proportion to the number of each registered. Each student will be allowed to earn up to $20 a month, and allotments to the colleges will be based on an average of $15 a month for each student helped.

The FERA funds will be allotted through state emergency relief administrations to non-profit-making institutions.

Italian Visitors

300 Arrive To Look Schools Over

NEW YORK.—Three hundred students from twenty-six Italian universities will arrive here late in September for a three-week tour of Eastern and Middle Western colleges, according to announcement by the American-Italian university committee. Americans of Italian descent in the cities to be visited by the group will act as hosts. Dr. Mario Ferraris, representing the Italian University Union, who has arranged the itinerary, said the party would bring specially bound histories of Italian university life as gifts for American college presidents. The American-Italian university committee includes Gustavus T. Kirby, chairman; Dr. John H. Finley, vice-chairman; Dr. Peter M. Riccio, secretary; William E. Stevenson, treasurer, and Daniel Chase, executive director.

Professor Snoozes

Quietness of Quiz Puts Him to Sleep

SYRACUSE, N. Y.—College tradition received another jolt recently, this time from the cloistered walls of the classroom, the Syracuse Daily Orange, of Syracuse University, reports. Professor Stephen P. Toadvine stalked into one of his finance classes early one morning and instructed his students to outline the chapter prepared for the day. Fifteen minutes passed and most of the students had finished the assignment. Some one happened to look around to the rear of the room and there Professor Toadvine was perceived, slumped in a dead sleep in his chair, the report asserts. Nothing was said for about a half hour. Gradually the professor came out of his sleep, shook himself and approached the front of the room. The bell rang and the class was dismissed. "Thanks for letting me sleep," Professor Toadvine remarked rather sarcastically. "I guess that one was on me."

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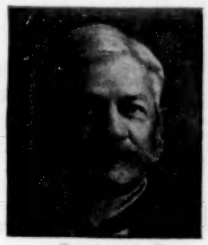

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City High Schools Show Gain In Enrollment, Says Survey

WASHINGTON. — In urban areas 67 per cent of persons fourteen to seventeen years of age are enrolled in high schools as against 31 per cent in rural schools, it was revealed in the National Survey of Secondary Education.

"There is still considerable economic selection, a selection which keeps down the percentage of children from the lower economic levels completing the work of secondary schools," adds the report.

"Within fifty years, 1880 to 1930, enrollment in high school advanced from 3 per cent of boys and girls between fourteen and seventeen years of age in the nation to more than 46 per cent. Of the 3,940,000 young people from fourteen to seventeen years of age throughout the country in 1880, few more than 110,000 were enrolled in public secondary schools. In 1930, by way of contrast, of the 9,340,000 young people within this age group in the United States, 4,399,000 were enrolled in public secondary schools."

Courses "Blended"

New Experiment At Fenn College

CLEVELAND, O.—Basing its plan of study on psychologists' belief that people remembering 80 per cent of what they do and only 20 per cent of what they hear, Fenn College will take a new step in education this September by introducing a "blended" curriculum in the liberal arts course. Under the plan, freshmen will not study history, English, sociology or economics as special subjects but will weave them together in solution of a problem that may last three months, explained Marion B. Tolar, associate dean in charge of the new plan. The first problem to be considered, he announced, will be "The City of Cleveland as a Laboratory for American Citizenship." During the three-month study of Cleveland the panorama of politics, arts, business, foreign groups, play, work—woven through the lives of a million people—will be covered. Like the Fenn engineering and commerce colleges, the new liberal arts college will be on the co-operative plan, allowing alternate twelve weeks of work at regular jobs. The plan will be elective in the sophomore year, but required in the two upper-class years.

Paradoxes in Teaching

BAR HARBOR, Me. — Addressing the conference on the place of emotions in the educative process, Professor Mark May, secretary of the Institute of Human Relations at Yale University, declared that education should not be purely an intellectual matter, but that emotional reactions which arise from the interplay of personalities must be taken into consideration. He said the tendency was to exclude from the public school controversial questions because they were emotionally charged with the resulting paradox that the school tended to exclude just the questions which were most vital to boys and girls, men and women. He named as a second paradox that the teacher was expected to experiment and to give the child opportunity for creative expression, and yet as the school is now organized it was a hierarchy of responsibility which placed a premium on docility and suppression.

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For Young Citizens

MY WORTH TO THE WORLD. By Louise I. Capen, Ph.D., Barringer High School, Newark, New Jersey, and D. Montfort Melchoir, Ph.D., Girard College, Philadelphia. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Here is civics treated in its broadest sense, and made dynamic. The individual viewpoint suggested in the title is consistently maintained.

The book is divided into these seven units: "Yourself and Others," "You View Civic Welfare," "You Weigh Some Civic Responsibilities," "You Study Some Problems of Civic Improvement," "You Observe Industrial Activities," "You Explore Important Facts About Government," and "You Glimpse the Horizon of Internationalism."

Thus we find civics interpreted to include such aspects as the economic, the industrial, and the social, as well as the political or governmental.

The starting point of interest is the individual—and the welfare of the individual is the focal point of attention from first to last. But the pupil is skillfully led to think of other individuals than himself.

By its chapter previews, its lively text, its stimulating questions, its clean-cut summaries, its wealth of pertinent illustrations, "My Worth to the World" bears evidence of thoughtful authorship and experienced editing. It is the sort of classroom aid that simply could not have been produced ten years ago because half the teaching techniques included had not yet crystallized.

This book is worthy of consideration by any school wishing to enlist boys and girls in the vital concerns of their social environment and to form in them healthful habits of community thought and action.

• •

What Went Before

WORLD BACKGROUNDS. By Charles A. Coulomb, Assistant Superintendent of Schools, Philadelphia, Pennsylvania. New York: The Macmillan Company.

"World Backgrounds" traces in clear and interesting fashion the progress of mankind from the very earliest times to the present. Remarkable work has been done by the author in elimination and selection of subject matter. The principle of choice has been to include only those facts which have had a definite bearing upon the life of today, particularly in the United States.

The story is told simply and straightforwardly, in a vocabulary well suited to the understandings of pupils in upper elementary or early secondary school grades. Its special aim is the seventh grade.

Developments are drawn in large outlines, but with sufficient detail to leave no sense of over condensation or skipping.

The material is organized in eight units, each introduced with an inviting forecast. Tests and other forms of assistance to the teacher are generous in amount and bear evidence of effective planning.

The illustrations have unusual value, and add to the attractiveness and teachableness of this modern and refreshing text.

• •

Lively Arithmetic

CHAMPION ARITHMETICS. Books One, Two and Three. By Joseph C. Brown, Superintendent, Pelham, N. Y.; Helen Cook Mirick, N. Y. Training College for Teachers; J. Freeman Guy, First Associate Superintendent, Pittsburgh, Pa.; Albert C. Eldredge, Principal, James Ford Rhodes School, Cleveland. New York City, Philadelphia, San Francisco, Evanston, Illinois: Row, Peterson and Company.

How any boy or girl could be bored with arithmetic as presented in these "Champion" texts is hard to imagine. Every page offers some fascinating picture, some challenging set of problems dealing with familiar situations, some fresh mode of mastery over numbers, so that the learner should find zest and enjoyment in what, to many a child of earlier times, was pure drudgery—dealing with unreal situations and abstract, meaningless computations.

Virtually every improvement modern pedagogy has devised for teaching arithmetic has been incorporated into these volumes. They emphasize checking of answers by the child himself. They explain each new step clearly and interestingly, so that the boy or girl can make progress while the teacher's attention is directed elsewhere. They provide plenty of drill in fundamental operations. They keep pace with the expanding activities of the growing child. They divide the work into sensible units. They supply maintenance practice, so that skills once acquired are not lost. A great deal of information regarding worthwhile matters is conveyed, incidentally, perhaps, but none the less to good purpose. Such texts expand the child's world and increase his power to solve many of the problems that arise.

Schools that cling to outworn and outmoded arithmetics despite the existence of more modern and effective texts are hardly fair to their boys and girls.

• •

Training for Twisted Tongues

THE JINGLE BOOK FOR SPEECH CORRECTION. By Alice L. Wood, Special Teacher of Speech Improvement, New York City. New York: E. P. Dutton & Co., Inc.

Drill material for ironing out specific speech defects is here provided in a collection of written jingles. The book is based on the author's experience as a special teacher of speech improvement in the public schools of New York City.

There is an abundance of explanatory matter regarding every defect likely to be encountered. The teacher, parent or pupil using the book has no difficulty finding the particular jingles applicable to the desired correction.

With this manual available, many a parent can be enlisted in the work of training the child to overcome faults of speech which might otherwise become fixed habits for life, with the result of perpetuating a handicap.

"The Jingle Book for Speech Correction" appears to be in a class by itself, ingeniously meeting a real need.

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Know Thy Reflexes

NEW KEY TO OURSELVES. By George A. Znamesky, formerly director of Classical Junior College (Gymnasium) in Russia, with foreword by Dr. Walter Fenno Dearborn, Professor of Education and Director of the Psycho-Educational Clinic, Harvard University. Paper pamphlet, 73 pages, printed at the Heffernan Press, Worcester, Massachusetts.

The student of psychology, the general reader or the educator will find in this paper-bound book a discussion of Conditioned Reflexes and an exposition of the theory that these are the keys to learning and to the understanding of human behavior. "Reflexology" is advanced as a successor to Psychology. The manual sets forth portions of the contributions of Russian physiologists, especially Pavlov, whose tests with dogs and their salivary secretions or "mouth watering" at signals which denoted the near approach of food, have elementary significance in the study of conditioned reflexes or reactions. In the reflexological view of things, learning consists in the development of Conditioned Reflexes. Teaching would therefore consist in selection of desirable new reflexes and skillful assistance of the pupil to acquire them.

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sonable economies must be practiced.

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By familiarizing the people with a wholesome philosophy of the true function of education, and of its germane importance to a representative form of government.

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Interpreting the activities of the schools to the patrons of each community.

It is an opportunity, a challenge, and a responsibility to work constructively for a program stressing the need for a larger unit for the support of education and to strive to find a more equitable basis for the taxing unit; to study the problem of taxation with a view to finding a more just tax than that of the general property tax.

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Education must be financed as economically as possible.

Ways must be devised which will make for more intelligent financing of education. The responsibility of the state must be recognized in bringing educational opportunity to youth.